Idaho Division of Professional-Technical Education

Annual Report

for

FY 1999

Mission Statement

To provide Idaho's youth and adults
with technical skills, knowledge and attitudes
necessary for successful performance
in a highly effective workplace.

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State Board for Professional-Technical Education FY 1999

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Mr. Curtis Eaton

Dr. Carole McWilliam

Mr. Tom Boyd

Ms. Judy Meyer

Dr. Marilyn Howard, Ex-Officio Member

Dr. Gregory Fitch, Executive Director

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State Administrator's Message

Fiscal Year 1999 was an important one for Professional-Technical Education in Idaho. A name change, continued enrollment growth in secondary and college programs, development of a new federal funding plan, unprecedented support from private industry and significant development of new and innovative programs have made this past year a milestone in the improvement of educational opportunities for youth and adults throughout the state.

In 1999, Professional-Technical schools began operation in five districts with 20 programs and 851 students. Another 30 secondary programs were created, resulting in a 9% increase in secondary enrollment. Middle school programs were targeted for improvement and 100 programs were upgraded in 61 schools districts. Postsecondary enrollment also continued to increase, due in large part to the legislature's appropriation of capacity building dollars. Five year growth in FTE is 18% for AAS/Certificate programs and 37% for short-term programs.

Significant initiatives include an aggressive effort to develop computer and network education programs that are tied to current industry standards. Programs involving students in supporting school networks have grown dramatically this past year capped off by the development of industry-based academies which allow students to get industry certification. This effort was significantly enhanced by a 2.8 million dollar grant to the Division from the Albertson's Foundation. In addition, the Division has continued to maintain a statewide training effort in Information Technology for state employees, using the technical college system as well as a network of private providers.

In the short-term, customized training arena, over 41,000 adults were trained including nearly 8000 emergency services personnel. The technical colleges trained 980 new employees through the Workforce Development grants, with the system receiving 9 of the 13 grants awarded.

The Division also developed a new plan for the federal Carl Perkins legislation, once again being one of the first states in the nation to get approval from Washington.

Finally, the Division has worked to improve curriculum, develop an enhanced Web Site, implement a statewide, web-based health occupations curriculum, and support student leadership development activities on the state and national levels.

I am deeply grateful to the State Board and its executive director, the Division staff, the legislature and governor, business volunteers and the teachers and administrators who have worked so diligently this past year to make quality professional-technical education a reality in the lives of people across the state.

Sincerely,

SYSTEM HIGHLIGHTS

Name Change – In 1999, the Idaho Legislature proposed and passed name change legislation which was signed into law by Governor Kempthorne. As a result, on July 1, 1999 the Division of Vocational Education became the Division of Professional-Technical Education. Also, the State Board for Vocational Education became the State Board for Professional-Technical Education.

Technical Network Training Grant Award – The Division developed, submitted and received a grant application to the J.A. and Kathryn Albertson Foundation. It was designed to provide additional funds to Idaho's secondary schools and technical colleges for Technology Network Training. The Foundation awarded a total of $2,885,580 (to be distributed over a three-year period) towards training instructors to keep abreast of ongoing technological advances and assuring students have opportunities to obtain industry certification.

Federal Five-Year Plan – The 1998 Carl Perkins Act III was enacted at the federal level and Idaho's Professional-Technical Education System responded with the development of a full, five-year plan. Idaho was one of the first states to turn in a full plan and receive funding. Other states used Idaho's plan as a model for their own.

Professional-Technical Schools – In FY 1999, several school districts applied to establish professional-technical schools in their regions. A total of five schools were approved. This was a result of legislation approved by the 1998 Idaho Legislature to provide added-cost units for professional-technical schools.

Web Site – The Division expanded its Web site presence on the Internet with easy access to Division offices, staff, documents, program information and news items. Links to other government, education and industry Web sites, in and out-of-state, were made available.

Information Technology Training Program – In partnership with the Departments of Administration and Labor, the Division continued to coordinate the Information Technology Training Program for state employees. This initiative serves to strengthen partnerships between agencies, educational institutions and the private sector.

Academic Skills Development – In FY 1999, 3,419 adults were enrolled in Academic Skills Development.

U.S. Department of Education Technology Conference – The U.S. Department of Education invited Division staff members to make one of two key presentations at their annual Technology Conference in Washington D.C. The report featured the statewide study on the effect of technology on reading, math and language in Idaho's public schools.

Strategic Planning – The Division continued to emphasize strategic planning as an essential component of effectively and efficiently managing resources and assuring that performance measures are in place for reporting outcomes. The agency worked closely with the State Board of Education as they continued to update the strategic plan for the education system in Idaho.

Student Learning Plan – In cooperation with the University of Idaho, a guide was produced to help school counseling programs set up comprehensive plans for the development of an effective Student Learning Plan. It was distributed to over 400 school counselors and administrators.

Centers for New Directions – Services were provided to 2,549 single parents and displaced homemakers. Seventy-four percent of those served entered jobs and/or training programs: 803 entered the labor market, 1,081 entered school/training, and 96 enrolled in non-traditional training.

Middle School Grants – The Division provided grant award funding for middle and 7th and 8th grade programs to promote the development and continuation of feeder programs for high school level professional-technical education programs. The funds were intended to purchase current instructional technology, software and supplies to enhance programs and provide realistic opportunities to students. A total of $500,000 was distributed to fund 100 programs in 61 school districts. Grant amounts ranged from $1,000 to $18,000.

Alternative Certification for Electronics Instructors – The Division funded a project through School of Applied Technology and College of Education at Idaho State University to train Math and Science instructors to be secondary level Electronics instructors. Students enroll in specialized electronics courses at the School of Applied Technology for three consecutive years. The College of Education provides the required course work for certification during the three years. Students who complete the program are provided the equivalent of a Masters' degree, having completed 38 hours of work.

Teacher Education Task Force – This special task force aimed at preparing professional-technical teachers of the future was created. Fifty-four recommendations were made that focused on certification, recruitment, retention and mentoring issues.

Career Information System (CIS) – Career Information System information about occupations, educational programs, schools and financial aid was used in 343 sites throughout Idaho by an estimated 124,500 people during the year. User sites included almost all school districts in Idaho, colleges and universities throughout the state, Job Service local offices, Vocational Rehabilitation offices, correctional facilities, and others who provide career development services to youths and adults.

Joint Student Leadership – Leadership training is provided to professional-technical student organization officers to prepare them to carry out their responsibilities in the coming year. Separate conferences are held for the secondary and postsecondary students, and bring together the student officers with their advisors and program managers. Business and Office Technology Education, Agriculture Science Education, Family and Consumer Sciences, Technology Education, Trade and Industry, and Marketing Education are all represented. Topics such as time-management, team building and goal setting are taught during the conferences.

SYSTEM OVERVIEW

Governance

Idaho has a streamlined educational structure with a single State Board of Education responsible for all public education including academic and professional-technical education from kindergarten through graduate school. The single Board of Education structure in Idaho allows for a "seamless", more accountable system of education, working cohesively for the betterment of the citizens of Idaho.

In 1919, the Idaho Legislature enacted Idaho Code Section 33, Chapter 22, Professional-Technical Education - Federal Aid which designated the State Board of Education as the State Board for Professional-Technical Education.

In addition, Idaho Code 33-2205 directs the State Board of Education to appoint an administrator to the State Board for Professional-Technical Education, known as the administrator of professional-technical education. The State Board delegates to the state administrator, the chief executive officer of the statewide system, the responsibility to supervise and manage professional-technical education in Idaho. The division administrator shall report to the Board through the Executive Director.

Delivery

Idaho's Professional-Technical Education System consists of programs and services in secondary schools, the technical college system and a system office – the Division of Professional-Technical Education. Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce.

Professional-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of the Professional-Technical Education System ranges from career awareness and prevocational skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

The Division of Professional-Technical Education provides leadership, advocacy and technical assistance for professional-technical education in Idaho by targeting resources, organizing and applying industry input, and creating policies and guidelines necessary for high quality technical education.

By combining statewide leadership with locally controlled programs, Idaho is able to deliver efficient, cost-effective professional-technical education. The Professional-Technical Education System enables Idaho to remain economically competitive.

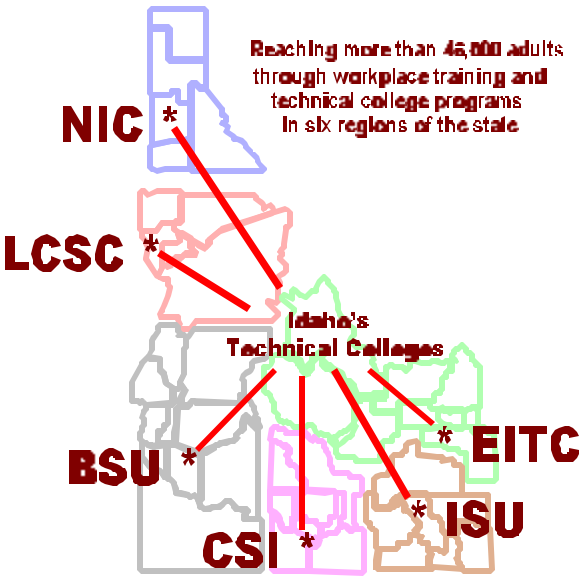
Secondary professional-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional-technical schools and through cooperative programs with the technical colleges. One hundred seven (107) school districts have approved professional-technical programs and approximately 90% of high school students took at least one professional-technical class in FY 1999. State professional-technical/vocational funding is provided for approved programs to offset the added costs associated with operating those programs. Federal professional-technical/vocational funds are distributed to school districts to improve professional-technical education programs.

Postsecondary professional-technical education programs and services are delivered through a statewide system of six technical colleges. The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal professional-technical/vocational education funds.

Three of the six technical colleges are located on the campuses of four-year institutions (Boise State University in Boise, Idaho State University in Pocatello and Lewis-Clark State College in Lewiston), two are located on the campuses of community colleges (College of Southern Idaho in Twin Falls and North Idaho College in Coeur d'Alene) and one is a stand-alone technical college (Eastern Idaho Technical College in Idaho Falls).

The six technical colleges are:

- **Larry G. Selland College of Technology, Boise State University (Boise)**
- **School of Vocational-Technical Education, College of Southern Idaho (Twin Falls)**
- **Eastern Idaho Technical College (Idaho Falls)**
- **School of Applied Technology, Idaho State University (Pocatello)**
- **Technical Programs, Lewis-Clark State College (Lewiston)**
- **School of Applied Technology, North Idaho College (Coeur d'Alene)**

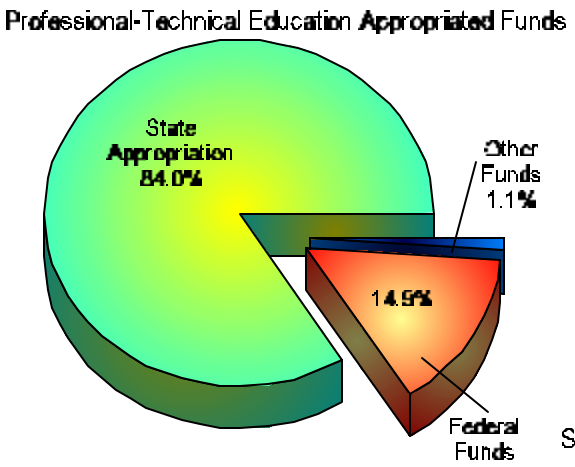


Funding

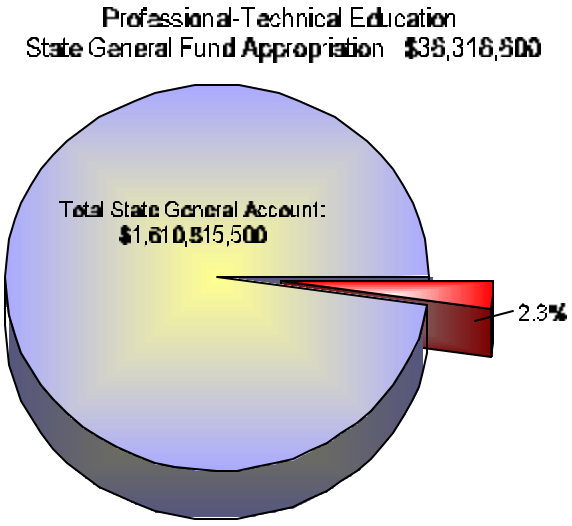
The Idaho Professional-Technical Education System is accountable to Idaho citizens. The Professional-Technical Education System supports the philosophy that Idahoans deserve the highest level of performance at the least cost.

Distribution

In FY 1999, 2.3% of the total State General Fund was appropriated to the Division of Professional-Technical Education for professional-technical education. The State General Fund and federal resources were the two primary funding sources for Professional-Technical Education. The State General Fund, appropriated by the Idaho Legislature, supplied 84% of the budget, and the federal government supplied 14.9%.



The Division of Professional-Technical Education also fiscally administered the following grants and contracts: JTPA 8% Subgrant and School-to-Work Grant.



Secondary Programs

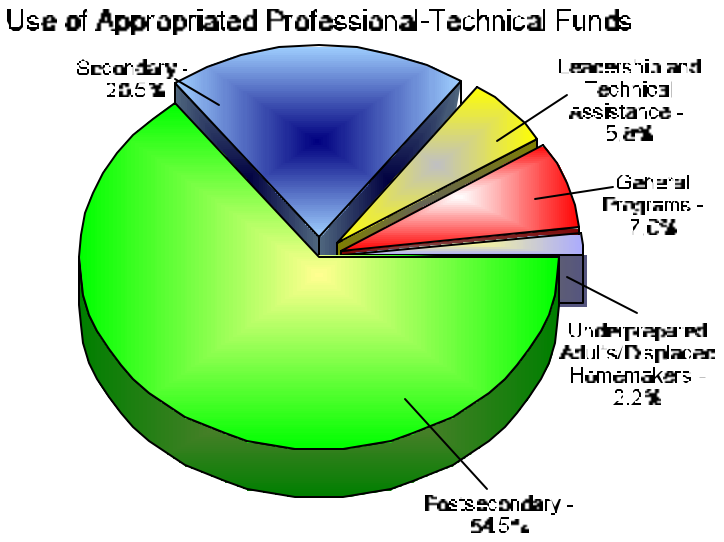
At the secondary level, state appropriated professional-technical funds provide added-cost funding for professional-technical programs. These funds pay for those costs which are above and beyond the costs of regular instruction and include extended teacher contracts, equipment and supplies. The state is currently reimbursing approximately one-third of these added-costs for operation of high school professional-technical programs.

In 1998, the Idaho Legislature passed legislation allowing school districts to establish professional-technical schools that qualify for funding through the Division of Professional-Technical Education. State funded added-cost support units are provided for professional-technical schools to offset higher costs associated with these schools.

Postsecondary Programs

The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal professional-technical education funds. Although student fees help defray the cost of maintaining facilities, grounds and related overhead, they are not used to support postsecondary instruction at the technical colleges. Student fees are included in the main institutional budgets to support plant maintenance and operations.

Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the professional-technical education general program budget.



PROGRAMS AND SERVICES

Technical training programs provide the foundation for professional-technical education. Specific program content has changed to keep pace with rapid technological advances in the work environment. Idaho's technical training programs and services include:

Agricultural Science and Technology (AST) – These programs prepare secondary and postsecondary students for careers in dynamic, global, natural resource based industries. Rapidly changing technologies lead to exciting new career opportunities in the agricultural community. Environmental management, food quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international marketing and many other emerging fields all link to the central agricultural core of production, processing and distribution of food and fiber products. Agricultural Science and Technology programs also build global awareness and develop student leadership for the food, fiber and natural resource systems.

The student organization affiliated with Agricultural Science and Technology programs is F.F.A./I.P.A.S. – ***Idaho FFA Association/Intermountain Postsecondary Agriculture Student Organization of Idaho***. In FY 1999, it had a total membership of 3,793.

Kuna High School graduate Jere Stewart was selected as one of four national finalists for the National FFA Star Agribusiness award. Jere developed a highly successful composting business which transforms livestock waste into an environmentally safe soil conditioner. He initiated his business venture in 1993 with $9000 of used equipment, and now markets his product in three states.

Career Guidance – These programs and services offer schools the tools to assist students in making educational and career decisions. Special projects help career development programs become more comprehensive. Workshops offered to counselors and other career development staff cover the following areas: Strategic Planning for School Counseling Programs, Planning for Life (a program for recognition of exemplary programs), Dependable Strengths Articulation Process, Career Development Facilitator Training, and Developing Effective Student Learning Plans.

Individualized Occupational Training (IOT) – These programs combine a school-based career class with work-based technical training. The capitalize on student interests and strengths and extend the range of professional-technical training a school can offer. The programs' design includes three foundational components: school-based, work-based, and connecting activities and prepare students for work or further postsecondary education.

Business and Office Technology -- These programs prepare students for entry into and advancement in business and management careers. Students are able to select and apply the tools of technology as they relate to personal and business decision making. They develop the ability to participate in business transactions in both the domestic and international arenas. Students use accounting procedures to make decisions about planning, organizing and allocating resources. They apply the principles of law in personal and business settings. The Business and Office Technology curriculum provides instruction in the interpersonal, teamwork and leadership skills necessary to function in multicultural business settings.

The student organization affiliated with Business and Office Technology programs is B.P.A. – ***Business Professionals of America***. In FY 1999, it had a total membership of 2,295.

Students from Soda Springs received first place in Presentation Management Team contest at the National Conference. The team members were Sara Barthlome, Kristen Kator, Kyla Pepper and Sarah Simmons. Eleven other high school students placed second in the nation in their competitive events. At the postsecondary level, 12 students placed first in the nation. Those students were from Ricks College, BSU, LCSC, CSI, ISU School of Applied Technology and the University of Idaho.

Family and Consumer Sciences – This program area prepares students for success in employment and personal life as well as for a variety of careers in early childhood professions, food production and management, housing and interiors, apparel design and merchandising, hospitality and social and human services. Students may apply their knowledge and skills to directly enter the workforce or to continue their education at a technical college or a university. Family and Consumer Sciences education is designed to assist individuals in managing and balancing life in the home, community and workplace.

The student organization affiliated with Family and Consumer Sciences is F.C.C.L.A. – ***Family, Career and Community Leaders of America***. In FY 1999, it had a total membership of 1,143 students.

Teresa Clampitt of Deary High School was awarded the Spirit of Advising Award at the National FCCLA meeting. Master Advisor Awards were presented to Judy Schroeder of Twin Falls High School, Carolyn Lage of Timberline High School, Vickie Chandler of Rimrock High School, and Darlene Annen of Filer High School. Individual gold medals were awarded at the national leadership meeting to Melissa Bailey of Idaho Falls for Job Interview, Leah Hollinbaugh of Minico for Illustrated Talk, Labree Branch of Midvale for Chapter Showcase, Ashley Dalin of Camas County for Applied Technology and Terri Zora of Firth for Focus on Children. Gold medals were also awarded to the following school teams: Camas County H.S., Twin Falls H.S., Firth H.S., Notus H.S. and Filer H.S.

Farm Business Management – These programs enable farm families to develop the critical analysis and management skills necessary to increase efficient production while minimizing business risk. Beginning in FY 2000, instruction will be offered via the Internet in addition to on-campus programs which are established at Boise State University, College of Southern Idaho, Eastern Idaho Technical College and Idaho State University. Program goals include developing skills in decision-making, use of credit resources, crop and production analysis, business law and record system management.

Academic Skills Development – Idaho technical colleges delivered educational services such as developmental skills education, assessment, counseling, career guidance, and pre-vocational training to help unprepared and underprepared adults succeed in technical education and the workplace.

Single Parents, Displaced Homemakers and Single Pregnant Women – In Idaho, adult single parents, displaced homemakers and single pregnant women are served through a network of counseling centers called Centers for New Directions. Teen parents are served through teen parents programs offered in local high schools as a part of Family and Consumer Sciences programs.

Health Professions Education – These programs prepare people for careers in the health care industry. Idaho's health professions education programs encompass three levels of professional-technical education. Students at the secondary level are provided the opportunity to explore a wide variety of career options, learn some basic health care competencies and receive specific training as nursing assistants or health care aides. Idaho's postsecondary programs expand options in a number of areas including nursing, surgical technology, dental assisting, health information technology, medical assisting and physical therapy assisting. A variety of short-term health care training programs are also available at each of Idaho's six postsecondary technical colleges. These include professional development courses for Licensed Practical Nurses, phlebotomist training and other nursing assisting and aide level training programs.

Tech Prep – This initiative was renewed for five more years by Congress under the Carl D. Perkins Vocational and Technical Education Act of 1998. Tech Prep links secondary and postsecondary professional-technical programs through written and approved articulation agreements between high schools and colleges. The new legislation expands and improves Tech Prep programs. These programs prepare students for a degree or certificate in a technical program. The number of approved Tech Prep programs increased from 235 programs in 1998 to 286 in 1999.

Technology Education – These programs teach students to be technologically literate. Students study, design, research, construct and test structures, materials, and techniques commonly used in today's highly advanced industrial applications. Instruction is centered around informational, physical, and biological/chemical systems. These areas comprise the umbrella of knowledge needed to function in a technological world and include the connections within and among technology, science, mathematics and other academic disciplines. Students develop critical thinking and problem solving abilities at increased levels of complexity.

The student organization affiliated with Technology Education is T.S.A. – ***Technology Student Organization***. In FY 1999, it had a total membership of 223 students.

Two students from Centennial High School in Meridian excelled at the Technology Students Organization Nationals in June. Brent Van Hees placed first in the nation in the Architectural CADD competition and sixth in Research and Design. Justin Hone placed sixth in the Transportation Model competition and was paid $160 by PITSCO to use his car in their catalog.

Marketing Education –These programs provide classroom instruction and work-based experiences in Marketing, Business, Management and Entrepreneurship, Communication and Interpersonal Skills, and Economics. The following areas of study are presented in terms of their relationship to marketing of goods, services, or ideas: Distribution, Financing, Marketing Information Management, Pricing, Product/Service Management, Promotion and Selling. Youth and adults are prepared for careers in sales, advertising, food and restaurant marketing, hospitality and tourism, hotel and motel marketing/management and international marketing.

The student organization affiliated with Marketing Education is D.E.C.A./D.E.C. – ***Students in Marketing Education/Delta Epsilon Chi***. In FY 1999, it had a total membership of 653 students.

Owen Hamilton was elected as Delta Epsilon Chi National President at the Delta Epsilon Chi National Career Development Conference held in Florida in May. At the time of his election as National President, Owen was enrolled in the Marketing/Mid-Management program at the College of Southern Idaho. He will be attending the University of Nevada, Las Vegas, to complete a bachelor's degree in hotel administration, including an internship to study resort management.

Trade and Industry – These programs teach students to be technically prepared for the ever-evolving workplace. Students must be academically prepared with a foundation in science and mathematics. Programs use industry standards as the basis for their curriculum. Curriculum offerings cover approximately 40 occupational areas such as electronics, robotics, automotive technology, welding, graphics and design, computer networking, broadcast technology and journalism. Students at the secondary level follow a three-year sequence of instruction including a multiple period at the senior year to master competencies to meet industry standards. Emphasis in the Trade and Industry area is to obtain occupational skills in order to function as an entry level employee in the workplace of tomorrow. Postsecondary programs prepare students to perform advanced level problem solving and technical skills in the workplace.

The student organization affiliated with Trade and Industry is Skills USA-VICA – ***Vocational Industrial Clubs of America.*** In FY 1999, it had a total membership of 621 students.

Don Purtell, Aircraft Mechanics student from Idaho State University School of Applied Technology placed first in the nation at the 1999 Skills USA-VICA Aviation Maintenance competition in Kansas City.

Nick Steele was recognized at the national VICA conference for his contributions to state and national VICA programs. A native of Idaho, Mr. Steele served as chair of the National Job Interview Contest Technical Committee for 15 years before stepping down this year. Mr. Steele is a career military educator currently assigned to the Education Services Speciality at the Navy Recruiting and Processing Station in Boise.

Emergency Services Training (EST) – Emergency Services Training provides development, planning and coordination of Fire, Rescue and Hazardous Materials training programs for the agencies and personnel within the Idaho Public Safety Sector. EST maintains International Fire Service Accreditation Congress (IFSAC) accreditation to provide the management and oversight of a firefighter certification program. EST also provides guidance and technical training for firefighters in the Associate of Applied Science Degree through the Idaho technical college system. EST works closely with other state, federal and national training agencies to establish national training standards while providing training opportunities that meet those established standards.

Workforce Development/ Customized Training – This is skill training of less than 960 hours delivered through the technical college system. Training is provided to individuals who need to upgrade their current work skills and/or develop new skills to remain in a current occupation or find new employment. Training can be tailored for a specific industry or company and can assist in providing skills needed for employing displaced workers.

Workforce Training Network – The Workforce Training Network (WTN), under the direction of the State Division of Professional-Technical Education, coordinates training resources from all six Idaho technical colleges plus the departments of Labor and Commerce. Idaho businesses in any region of the state can look to the WTN to deliver training assessment, customized training, and access to statewide resources, equipment, instructors and current technology.

Professional Development – Inservice workshops, conferences and training are provided to instructors, administrators, and educators to assure that skills and current methodology are learned, updated and reinforced. The range of activities covers a number of components such as support for university teacher education programs, curriculum development and analysis, resource acquisition and training, and a summer conference for professional-technical educators (which had approximately 800 people in attendance in FY1999).

Department of Corrections – Professional-technical education courses are offered at the Idaho State Correctional Institution, the Pocatello Women's Correctional Center, the North Idaho Correctional Institution, the Idaho Correctional Institution at Orofino, the Idaho Maximum Security Institution, and the Southern Idaho Correctional Institution.

Partnerships – The Division of Professional-Technical Education is the administrative agency for the State Occupational Information Coordinating Council (SOICC), the Idaho Career Information System (CIS), and the Job Training Partnership Act (JTPA) 8% State Education and Coordination funds. The Division is also the designated fiscal agency for the state's School-to-Work Grant. In addition, the Division helps support Idaho's Adult Basic Education (ABE), facilitates employment readiness, supports the scheduling of statewide activities of the distance learning system and coordinates the delivery of the Information Technology Training Program training.

RESULTS

System

- Reduced state level staff and redirected resources to instructional services.
- Provided support to the Hispanic Task Force in Education.
- Convened the Task Force for the Preparation of Future Vocational Teachers to discuss recruitment, induction, training and retention of Idaho's future teachers
- Provided training to middle schools
- Developed a facilities guide to assist secondary programs in designing effective professional-technical educational environments.
- Obtained a 2.8 million dollar grant to establish Technology Support Academies at the secondary and postsecondary levels.

Secondary Programs

- The number of approved secondary professional-technical education programs increased from 644 in FY 1998 to 674 in FY 1999.
- The number of high school students enrolling in professional-technical education programs increased by 9.04% from FY 1998.
- The number of students enrolled in Individualized Occupational Training programs increased from 1,795 in FY 1998 to 2,568 in FY 1999.
- Secondary students attained positive placement of 93%.
- The percentage of schools meeting the standard for Occupational Skill Attainment dropped from 86% in FY 1998 to 78% FY 1999.
- The percentage of schools meeting the standards on the Direct Writing Assessment increased from 74% in FY 1998 to 96% in FY 1999.
- The percentage of schools meeting the standard for the Test of Achievement and Proficiency (TAP) dropped from 50% in FY 1998 to 47% in FY 1999.
- The total number of students enrolled in courses through the Department of Corrections was 923 for a total number of 40,033 contact hours in FY 1999.

Secondary Professional-Technical Education Enrollments

	1994	1995	1996	1997	1998	1999	1-Year % Change	5-Year % Change
High School [1]	69,287	71,561	73,591	75,921	75,611	76,118	0.67	9.86
Professional-Technical Totals [2]	46,102	52,410	58,689	62,085	65,408	71,323	9.04	54.71
Ag Science and Technology	7,353	7,750	8,045	8,737	8,971	9,427	5.08	28.21
Business Education	14,605	15,790	17,696	17,995	19,321	21,459	11.07	46.93
Health Professions Education	529	929	1,416	1,300	1,427	1,901	33.22	259.36
Family Consumer Sciences [3]	15,103	15,801	15,656	15,657	16,224	17,157	5.75	13.60
Occup Family Consumer Sciences	427	569	656	743	787	889	12.96	108.20
Marketing Education	1,367	1,681	1,837	1,896	1,896	2,221	17.14	62.47
Technology Education	1,192	4,237 [4]	7,050	7,861	7,460	8,098	8.55	579.36
Trade and Industry	5,446	5,296	5,971	6,720	7,359	7,573	2.91	39.06
Multi-Occupations [5]	80	357	362	282	168	30	-82.14	-62.50
Individualized Occupational Training				894	1,795	2,568	43.06	N/A
Special Populations [6]	(13,140)	(14,712)	(14,954)	(16,456)	(16,540)	(19,666)	18.90	49.67
Tech Prep [7]]	72	402	958	1,446	2,358	1,545 [8]	-34.48	2,045.83

[1] Public School Grades 9-12. Numbers do not include ungraded secondary students.

[2] Enrollments are unduplicated within program areas, but it is possible that some duplication will occur between program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

[3] The enrollments shown for this program area include Teen Parenting students.

[4] During FY91-94 Technology Education (Industrial Technology) enrollment included only those students in grant-funded programs.

[5] Multi-Occupations is gradually being replaced by Individualized Occupational Training (IOT).

[6] These numbers reflect students who are included in the program enrollments above.

[7] These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary education. Most of these students are enrolled in professional-technical program areas listed above.

[8] This drop was due in large part to a revision in the way tech prep students were tracked and counted.

Secondary Hispanic & American Indian Enrollments Fiscal Year Comparison

HISPANIC

DIVISION	FY97 ENROLLMENT			FY98 ENROLLMENT			FY99 ENROLLMENT		
	Total	Hispanic	%	Total	Hispanic	%	Total	Hispanic	%
Individualized Occup Trng	894	55	6.15	1,795	179	9.97	2,568	227	8.84
Multi-Occupations	282	25	8.87	168	1	0.60	30	3	10.00
Ag Science/Technology	8,737	437	5.00	8,971	445	4.96	9,427	579	6.14
Marketing Education	1,896	178	9.39	1,896	118	6.22	2,221	162	7.29
Health Occupations	1,300	70	5.38	1,427	101	7.08	1,901	122	6.42
Business Education	17,995	1,501	8.34	19,321	1,499	7.76	21,459	1,834	8.55
Family/Cons Sciences	15,657	1,609	10.28	16,224	1,695	10.45	17,157	1,917	11.17
Occup Fam/Cons Sciences	743	120	16.15	787	131	16.65	889	136	15.30
Technology Education	7,861	357	4.54	7,460	365	4.89	8,098	477	5.89
Trade/Industry	6,720	632	9.40	7,359	571	7.76	7,573	668	8.82
TOTALS	**62,085**	**4,984**	**8.03**	**65,408**	**5,105**	**7.80**	**71,323**	**6,125**	**8.59**

AMERICAN INDIAN

DIVISION	FY97 ENROLLMENT			FY98 ENROLLMENT			FY99 ENROLLMENT		
	Total	Am	%	Total	Am Indian	%	Total	Am	%
Individualized Occup Trng	894	24	2.68	1,795	50	2.79	2,568	24	0.93
Multi-Occupations	282	12	4.26	168	2	1.19	30	0	0.00
Ag Science/Technology	8,737	186	2.13	8,971	145	1.62	9,427	305	3.24
Marketing Education	1,896	14	0.74	1,896	4	0.21	2,221	11	0.50
Health Occupations	1,300	17	1.31	1,427	8	0.56	1,901	17	0.89
Business Education	17,995	326	1.81	19,321	281	1.45	21,459	238	1.11
Family/Cons Sciences	15,657	273	1.74	16,224	222	1.37	17,157	187	1.09
Occup Fam/Cons Sciences	743	6	0.81	787	28	3.56	889	13	1.46
Technology Education	7,861	53	0.67	7,460	66	0.88	8,098	74	0.91
Trade/Industry	6,720	42	0.63	7,359	51	0.69	7,573	47	0.62
TOTALS	**62,085**	**953**	**1.54**	**65,408**	**857**	**1.31**	**71,323**	**916**	**1.28**

Postsecondary Programs

- The number of approved postsecondary professional-technical education programs increased from 147 to 152.
- Postsecondary professional-technical education completers attained positive placement of 94.2%.
- Fourteen computer related AAS/Certificate Programs were offered.
- 1,567 students were enrolled in Business technology, software engineering, computer applications, customer service, network support, A+ computer support, and computer networking technology courses.
- Workforce Training Fund grants were received to provide customized training to more than 980 new Idaho employees (provided training for 9 out of 13 companies awarded grants in FY 1999).
- Workforce and customized training was delivered to 33,511 adults for retraining and upgrading work skills through 3,304 short-term training classes.
- Fire service, hazardous materials and emergency services training was delivered to 7,979 emergency personnel.
- Flashover Survival Training was delivered to 1,667 firefighters and the Emergency Response to Terrorism Basic Course to 406 students.
- The number of full-time equivalent postsecondary AAS Degree/Certificate students increased by 5.1%.
- The number of full-time equivalent students in short-term classes increased by 63.9%.
- At the postsecondary level, 255 Hispanic students (compared to 230 in FY 1998) and 147 Native American students (157 in FY 1998) were enrolled.

Postsecondary Annual Enrollment Summary for FY1999

	TOTAL	BSU	CSI	EITC	ISU	LCSC	NIC
AAS/Cert. Enrollment							
Accrued Headcount	6,654	1,235	1,217	1,495	1,654	583	470
Student VFTE [1]	3,893	904	576	386	1,234	425	368
No. of Programs	152	36	25	17	35	19	20
Short-Term Training							
Accrued Headcount [2]	41,490	9,286	3,457	6,933	6,985	4,851	9,978
Short-Term Training	33,511	6,557	2,218	6,369	5,669	4,071	8,627
Hazardous Materials Training	2,437	878	440	51	528	220	320
Fire Service Training	5,536	1,851	799	513	788	554	1,031
Emergency Medical Training	6	0	0	0	0	6	0
Student VFTE	1,482	325	119	124	165	128	621
Number of Classes	3,808	788	284	750	501	723	762
Total Enrollments							
AAS/Cert. & Short Term Accrued Headcount	48,144	10,521	4,674	8,428	8,639	5,434	10,448
AAS/Cert. & Short-Term Accrued VFTE	5,375	1,229	695	510	1,399	553	989
Other Enrollments/Services							
Center/New Directions	2,515	326	434	350	730	324	351
Adult Basic Education	8,271	2,036	2,158	848	1,515	730	984
Corrections	51						

[1] Vocational Full-time Equivalent

[2] The Short-Term Training accrued headcount, student VFTE and number classes include all Short-Term, Hazardous Materials, Fire Service and Emergency Medical Training data.

Postsecondary Fiscal Year Enrollment History

	1994	1995	1996	1997	1998	1999	%t of Change 1 Year %	%t of Change 5 Year %
Boise State University								
AAS/Certificate								
Student VFTE	679	710	759	807	829	904	9.05	33.14
Accrued Headcount	996	1,011	1,054	1,095	1,098	1,235	12.48	24.00
Short-Term								
Student VFTE	302	336	354	327	306	325	6.21	7.62
Accrued Headcount	9,058	11,757	12,397	10,762	9,029	9,286	2.85	2.52
College of Southern Idaho								
AAS/Certificate								
Student VFTE	497	440	477	589	542	576	6.27	15.90
Accrued Headcount	982	1,161	1,230	1,166	1,203	1,217	1.16	23.93
Short-Term								
Student VFTE	116	113	120	129	147	119	-19.05	2.59
Accrued Headcount	4,117	3,860	3,530	3,293	4,790	3,457	-27.83	-16.03
Eastern Idaho Tech College								
AAS/Certificate								
Student VFTE	344	413	404	348	370	386	4.32	12.21
Accrued Headcount	393	532	554	601	1,301	1,495	14.91	280.41
Short-Term								
Student VFTE	179	180	143	104	42	124	195.24	-30.73
Accrued Headcount	6,761	5,918	5,913	4,594	2,479	6,933	179.67	2.54
Idaho State University								
AAS/Certificate								
Student VFTE	1,051	1,113	1,211	1,147	1,191	1,234	3.61	17.41
Accrued Headcount	1,358	1,538	1,485	1,571	1,673	1,654	-1.14	21.80
Short-Term								
Student VFTE	149	149	186	179	170	165	-2.94	10.74
Accrued Headcount	6,661	6,395	8,132	8,028	10,170	6,985	-31.32	4.86
Lewis-Clark State College								
AAS/Certificate								
Student VFTE	443	477	454	422	410	425	3.66	-4.06
Accrued Headcount	590	843	687	677	688	583	-15.26	-1.19
Short-Term								
Student VFTE	143	148	140	92	80	128	60.00	-10.49
Accrued Headcount	3,387	3,383	4,371	3,035	4,216	4,851	15.06	43.22
North Idaho College								
AAS/Certificate								
Student VFTE	284	275	272	328	362	368	1.66	29.58
Accrued Headcount	391	404	357	454	466	470	0.86	20.20
Short-Term								
Student VFTE	191	188	156	185	159	621	290.57	225.13
Accrued Headcount	7,667	6,324	6,428	6,979	9,029	9,978	10.51	30.14
TOTAL								
AAS/Certificate Student VFTE	3,298	3,428	3,577	3,641	3,704	3,893	5.10	18.04
Accrued Headcount	4,710	5,489	5,367	5,564	6,429	6,654	3.50	41.27
Short-Term Student VFTE	1,080	1,114	1,099	1,016	904	1,482	63.94	37.22
Accrued Headcount	37,651	37,637	40,771	36,691	39,713	41,490	4.47	10.20

Postsecondary Hispanic and American Indian Enrollments

Fiscal Year Comparison

HISPANIC

DIVISION	FY97 ENROLLMENT			FY98 ENROLLMENT			FY99 ENROLLMENT		
	Total	Hispanic	%	Total	Hispanic	%	Total	Hispanic	%
Agriculture	456	2	0.44	584	5	0.86	512	4	0.78
Marketing	304	10	3.29	616	15	2.44	838	16	1.91
Health Occupations	598	23	3.85	647	22	3.40	680	22	3.24
Business Technology	1,547	53	3.43	1,871	62	3.31	1,827	78	4.27
Occup	252	19	7.54	262	19	7.25	242	18	7.44
Technical Occupations	763	33	4.33	809	43	5.32	960	51	5.31
Trade & Industry	1,516	63	4.16	1,501	64	4.26	1,470	66	4.49
TOTALS [1]	5,436	203	3.73	6,290	230	3.66	6,529	255	3.91

AMERICAN INDIAN

DIVISION	FY97 ENROLLMENT			FY98 ENROLLMENT			FY99 ENROLLMENT		
	Total	Am Indian	%	Total	Am Indian	%	Total	Am Indian	%
Agriculture	456	17	3.73	584	30	5.14	512	26	5.08
Marketing	304	8	2.63	616	14	2.27	838	14	1.67
Health Occupations	598	8	1.34	647	9	1.39	680	8	1.18
Business Technology	1,547	39	2.52	1,871	36	1.92	1,827	36	1.97
Occup Fam/Cons Sciences	252	9	3.57	262	16	6.11	242	12	4.96
Technical Occupations	763	12	1.57	809	14	1.73	960	15	1.56
Trade & Industry	1,516	42	2.77	1,501	38	2.53	1,470	36	2.45
TOTALS	5,436	135	2.48	6,290	157	2.50	6,529	147	2.25

[1] **The total enrollment numbers do not include 128 (FY97), 139 (FY98) and 125 (FY99) Pre-vocational students. Those enrollments are not broken down by division or ethnicity, therefore they cannot be used in the percentage calculations.**

Postsecondary Enrollment by Division
Fiscal Year 1999

Division	AAS Degree / Certificate	Short-Term Training
Agriculture	512	61
Marketing	838	2,253
Health	680	6,072
Business	1,827	8,304
Occup Fam/Cons Science	242	2,067
Technical	960	874
Trade & Industry	1,470	13,880
Pre Voc	125	0
Fire Service Training		5,536
Hazardous Materials Training		2,437
Emergency Medical Tech		6
TOTALS	6,654	41,490

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